

Educational Curriculum Guidelines

Science curriculum materials used by teachers in California classrooms and supplementary field activities are expected to align with the Science Framework for Public School Kindergarten Through Grade Twelve adopted by the California State Board of Education in 1990. The framework addresses the nature of science and the need for science educators to model the attributes of scientific investigation, including objectivity, testability and consistency. The framework also calls for the thematic presentation of science concepts so that students appreciate the connections across science disciplines and learn how science relates to other subjects. In addition, the state couples the enjoyment of learning science with an interest in responsibility for protecting the environment.

The adoption and implementation of the Science Framework has prompted the development of standards-based systems throughout the state, which are aligned with national standards, to clarify expected student outcomes. The Tijuana River NERR education program also takes the following guides into consideration when planning school programs.

California Guide to Environmental Literacy which applies ecological principles with a broad systems perspective to the framework. Drafts were circulated in 1996 and 1997.

Science Standards from the California Department of Education address content and performance.

Performance Standards from San Diego City Schools, for literacy, mathematics, science, history-social science, and applied learning.

Benchmarks for Science Literacy, American Association for the Advancement of Science. New York: Oxford University Press, Inc., 1993.

National Science Education Standards, National Research Council. Washington, D.C.: National Academy Press, 1996.